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“When the makers of the college curriculum arrive at the point of being interested in education rather than in departments, and acquire the courage to act for the good of education rather than in the fear of the crowd, and want a weapon quick and powerful and sharper than any two-edged sword, they may find it in the great language which is to-day the solidest and most scientific study in secondary education, and almost the most popular, and whose decline in the university has been contemporaneous and commensurate with the decline of discipline. If they wish to know what young people are possessed of intelligence enough to warrant the expenditure upon them of state money, they may with most certainty and least trouble find out by making Latin, either for entrance or continuation, a universal requirement. . . .”

TEACHING COLLEGE PROFESSORS TO TEACH.—“. . . This problem presented itself to the faculty of the School of Agriculture of the Pennsylvania State College and by the unanimous vote of its members an experiment in teacher-training was decided upon.

“In the first place it should be made clear that this was a project of the faculty, the members of which were anxious to improve the quality of their work. Their favorable attitude was shown not only by the unanimous vote to undertake the work, but more positively by the enrollment in the class of 95 per cent. of the teaching staff, in addition to a number of specialists who were engaged wholly in research.

“Accordingly, Dr. William H. Kilpatrick of Teachers College, Columbia University, was invited to come to State College to teach the teachers of the School of Agriculture. Hours were selected when all could attend. The work continued one week. Ten lessons were given during this time.

“This was a real class in every sense of the word. Its members were present on time, showed intense interest, took notes, endured the embarrassment of some questions from the teacher which they could not answer, quizzed their instructor, remained to ask questions after class, and read assigned readings. This in itself was of inestimable value to men who are eager to do the very best work in the class-room. Interest grew from day to day and when the course closed every member of the class considered the venture a signal success. . . .”—*R. L. Watts, “School Life,” March 1.*